

A SURVEY  
OF  
THE ADMINISTRATIVE PROBLEMS  
OF  
CLUB ACTIVITIES


by

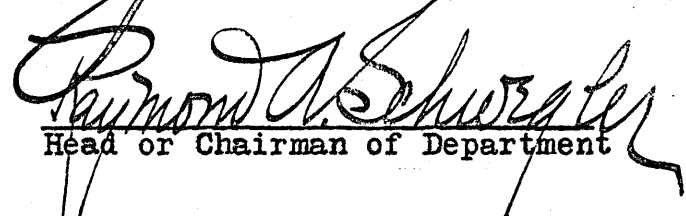
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# A SURVEY OF THE ADMINISTRATIVE PROBLEMS OF CLUB ACTIVITIES IN KANSAS HIGH SCHOOLS

## CHAPTER I

### INTRODUCTION

#### Purpose

The purposes of this survey are, first, to find common practices in Kansas Class A High Schools in the administration of club activities; second, to compare the underlying tendencies with criteria set up and approved by authorities; and third, to base conclusions and formulate a plan for club activity for a high school on the basis of common practices in the high schools.

This survey aims to secure data concerning the following problems: first, the organization of clubs; second, the basis for membership and manner of recruiting; third, to what extent students and faculty participate; fourth, how the financial problems are solved; and fifth, the benefits to be derived and objections to be overcome in the administration of club activities in the high school.

#### Use of Term

The term extra-curricular activity is a term that is being widely used today. It is defined as "those legitimate activities not provided for in that part of the school program which is usually designated as curricular."<sup>1</sup>

Clubs are one phase of extra-curricular activity. No

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1. Foster, Charles R. Extra-curricular Activities in the High School. p. 1.

suitable definition for the term as used in this study was available. The term as herein used is used to refer to those vocational, avocational, and cultural organizations existing in high schools that are distinctly school organizations and whose membership is limited to students only.

### Justification

Student organizations have received much opposition from the public, the teachers, and even from administrators in our public schools. Much of this criticism is no doubt due to the failure of the fraternity movement in high schools. The club movement is based on different principles. The most outstanding difference is that clubs are organized on a democratic basis which was not true of the fraternity. Democracy in club activities is a basic principle.

Many people maintain that a club program is a waste of time. If a club program is a waste of time, it can be explained as the fault of the manner of organization and not due to the club idea itself. Thomas-Tindal and Myers have explained how it is possible for a club activity program to be successful and not a waste of time.

"Unquestionably they can be so designated where they have been loosely organized and formed without due regard to pedagogic principles which should underlie their development. When they have been intelligently planned and systemized, school clubs will not only provide the needed relaxation from school routine and give opportunities for gratifying individual tastes and ambitions but they will serve an even

greater purpose. They will create an abiding interest in worthwhile pursuits and lead boys and girls to joy in right living."<sup>2</sup>

If clubs are not a waste of time, we must be able to justify them from the standpoint of educational psychology and educational sociology. Justification of clubs from this standpoint may be found in the following citations:

1. "The following needs of pupils in the formative years should motivate the formation of school clubs: 1. Increased physical vigor. 2. Enrichment for ambitions super-normal pupils and reenforcement opportunities for strengthening scholastic weaknesses. 3. Social guidance as preparation for worthy home membership. 4. Vocational tryouts. 5. Training for citizenship. 6. Training for worthy use of leisure. 7. Ethical training motivating right living and altruistic service."<sup>3</sup>

2. "Extra-curricular activities are found to offer the school its best opportunity to help students do certain desirable things they are going to do anyway as they take their places as members of social units and to exercise those qualities of citizenship which are fundamental to society."<sup>4</sup>

3. "It is vital to recognize that the organized activ-

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2. Thomas-Tindal, E. V., and Myers, J. D. Junior High School Life. pp. 168-169.

3. Ibid., pp. 169-170.

4. Foster, Charles R. Extra-curricular Activities in the High School. p. 7.



ities of school socialization should be and are motivated by accepted educational objectives to an extent equal to the motivation of the subjects of study by such objectives. When this recognition is once given, school activities will be dignified by a place in the program of studies and by a definite time allotment consistent with their rich educational possibilities."<sup>5</sup>

4. "Young people have a natural instinct to form social groups of various types. The social instincts of gregariousness, cooperation, emulation, rivalry, and altruism are especially strong in the period of adolescence. There is thus a natural desire for these outside activities on the part of students. Normal youth has a racial urge that leads him to insist on a social life for himself."<sup>6</sup>

5. "A second justification of extra-curricular activities lies in the field of educational sociology. These activities are instruments for the achievement of the sociological objectives of education as set forth by those who have the changed concept of the aims and functions of educational procedure. These objectives may be listed as follows: 1. Physical Efficiency. 2. Vocational Efficiency. 3. Avocational Efficiency. 4. Domestic Efficiency. 5. Civic Efficiency. 6. Social Efficiency. 7. Ethical Efficiency. 8. Religious Efficiency."<sup>7</sup>

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5. Foster, Charles R. Extra-curricular Activities in the High School. p. 8.

6. Wilds, Elmer Harrison. Extra-curricular Activities. pp. 17-18.

7. Ibid., p. 19.

6. To some extent the opinions of the authorities show that the Cardinal Principles of Secondary Education are sufficient to justify activities such as clubs in high schools. They are as follows: "1. Health. 2. Command of fundamental processes. 3. Worthy home membership. 4. Vocation. 5. Citizenship. 6. Worthy use of leisure. 7. Ethical character." Some of these principles are not fulfilled through curricular work and therefore the extra-curricular activities find their place in our schools.

### Limitations

This study has for its purpose the study of club activities in the high schools. It is only a phase of extra-curricular activities and as such it purposefully avoids numerous activities. Again there are other aspects which are not considered in an effort to consider only administrative problems.

### Previous Investigations

There have been many previous investigations in the field of extra-curricular activities but none that considers only the administrative problems of club activities. Johnson, Fretwell, and Briggs of Teachers College, Columbia University; Thomas-Tindal, and Myers of Holmes Junior High School, Philadelphia; Wilds of Western State Normal School, Kalamazoo, Michigan; Foster of Pittsburgh, Pennsylvania have probably done more than any other writers in this field.

Allen of West Side Junior High School, Little Rock,

Arkansas; Silas Echols of Illinois; Brown of Kansas; Davidson of Missouri; Roemer and Allen of Florida; and Prunty of Oklahoma have written on extra-curricular activities or some phase of it.

There are many magazine articles on various phases of club activities that have been read and considered in preparing this thesis and the questionnaire.

#### Sources of Data

Two sources were used to secure the data; They were the Kansas Educational Directory 1926-1927 and the returns  
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from the questionnaires sent to the principals of all Class A High Schools in Kansas.

#### Reliability of Data

The data used in this thesis were secured by the use of the questionnaire. It is difficult to estimate the exact reliability of the data secured by this method. The person who compiles a questionnaire will have difficulty in making his questions so they will have the same meaning to all reporters. The questions may not have been specific so as to control the answers. The reporter may have been careless in filling the questionnaire or he might have misinterpreted some question. It is also possible for errors to occur in the tabulation of data.

A student of research must realize these possibilities and seek to prevent them if possible to do so. Despite these probable errors that may occur, this is the best and

only method we have to secure information of this type.

### Method of Procedure

The data secured from the questionnaire were tabulated and comparisons were made with the criteria in Chapter II.

The schools were divided into three groups according to the number of teachers. Group I <sup>16</sup> was composed of schools with 20 or more teachers; Group II of schools with 10-19; Group III of schools with less than 10 teachers. This does not include the administrators but only class-room teachers.

This simplifies the work of tabulation and enables one to study plans used by others in a school of the size he is planning an activity program.

### Schools Included in Study

All Class A High Schools in Kansas were sent a copy of the questionnaire. Answers were received from 88 which represents 45.83 percent of them. A second request was sent and answers were received from sixteen. A total of 104 of the 192 schools or 54.17 percent responded to the questionnaire. This was thought to be sufficient to formulate some conclusions from the data.

## CHAPTER II

## THE CRITERIA

The principles which are advanced and approved by most writers in the field are selected as criteria to be used in this study. With these criteria as a basis the conclusions and recommendations have been made. In 1921 a group of students in a class on "The Organization and Administration of Extra-curricular Activities," at Teachers College, Columbia University, under the direction of Thomas H. Briggs prepared thirteen principles as a basis for extra-curricular work. To these I have added a few from other sources which have been approved by one or more authorities.

The following criteria were used:

1. "Whenever possible a definite time allotment in the regular school program should be provided.
2. "Each organization should be sponsored by a member or committee of the faculty, who should be appointed by the principal.
3. "All meetings of organizations should be attended by one or more sponsors.
4. "Pupils desiring to form an organization should secure the approval of the principal.
5. "The school policy should guarantee absolute democracy as to admission and requirements for all organizations.
6. "Membership should be determined by the work and purpose of the organization in accordance with the rules drafted by the members and approved by the principal.

7. "Pupils severing their connections with the school should cease to be members of the organizations.

8. "All meetings should be held in the school buildings unless permission is given by the principal to meet elsewhere.

9. "Rules governing eligibility for office-holding should be in accord with the school policy.

10. "The school should limit the number of organization to which a pupil may belong, keeping in mind the proper balance between the curricular and extra-curricular activities.

11. "All money handled by organizations should be properly checked either by sponsors making reports to the principal or by a centralized auditing and accounting committee.

12. "The school should provide for a student government organization to which should be delegated as much responsibility, with a corresponding amount of authority, as it is capable of carrying for the welfare of the community.

13. "The school should provide class organizations, honor organizations, and systems of awarding honors; all other organizations should be the outgrowth initiative on the part of the pupils themselves."<sup>10</sup>

14. "That all organizations shall contribute, in some way, to one of the objectives of secondary education."<sup>11</sup>

15. "The club should contribute to the welfare of the

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10. Briggs, T. H. "Extra-curricular Activities in the Junior High Schools," Educational Administration and Supervision. Vol. 8 pp. 1-9.

11. Johnston, Charles Hughes, Newlon, Jesse H., and Pickell, Frank G. Junior-Senior High School Administration. p. 268.

school, the home, and the community." <sup>12</sup>

16. "The ultimate ideal of each school should be the enlistment of its entire enrollment from conscious choice, <sup>13</sup>  
based on interest in some club activity of the school."

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12. Thomas-Tindal, E. V. and Myers, J. D. Junior High School Life. p. 169.

13. Foster, Charles R. Extra-curricular Activities in the High School. p. 18.

## CHAPTER III

## PRESENTATION AND INTERPRETATION OF DATA

The Cooperating Schools

The response to the questionnaire shows that club activities are prevalent in practically all Class A High Schools in Kansas.<sup>14</sup> This statement can be made because all except 2.88 percent of the schools reported that they had organized clubs. These 2.88 percent were in the smaller schools. It may be that some of the tabulated data do not represent club activities in a few instances because of misinterpretation of the questions asked. Wherever the reporter stated that it was classroom activity, it was omitted from the tabulation. This was done to prevent unrelated data giving an unfair diagnosis of the problem.

The schools were classified into Group I, Group II, and Group III and this classification is used throughout. Group I consists of those schools with 20 or more teachers; Group II of schools with 10-19 teachers; and Group III of those with less than 10 teachers. This classification was made for comparative purposes and also because the number of teachers determines to a large extent the possibility for club activities with a school.

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14. See Kansas Educational Directory 1926-1927.



TABLE I

Frequency and Percent of Class A Kansas High Schools Replying  
to Questionnaire by Groups

	Number of Teachers			Total	Percent
	20-	10-19	9-		
Replying	19	44	41	104	54.17
Not Replying	8	23	57	88	45.83
Totals	27	67	98	192	100.

Table I should<sup>be</sup> read: 19 schools with 20 or more teachers; 44 with 10-19 teachers, and 41 with less than 10 teachers replied to the questionnaire which made a total of 104 schools or 54.166 percent of Class A Kansas High Schools, etc.

From these data we can observe that the response was greater in larger schools than in smaller schools. Answers were received from 70.37 percent of the larger schools; 65.67 percent of the medium sized schools; and 41.84 percent of the smaller schools. This may mean that the larger schools are more willing to cooperate than the smaller ones; it may be due to the fact that the principal in the larger school has more time to use for that purpose; also, smaller schools might be without club activities and they did not wish or think it necessary to return the questionnaire.

#### Number of Club Activities

The number of clubs reported is indicative of the recognition given to club activities in the schools. We may also learn whether the amount of recognition given is sufficient to allow every boy and every girl an opportunity to join a club which is desirable. The wider the range the greater the possibility for every student to have an opportunity to

function in a club suited to his desires provided they are organized on a democratic principle.

TABLE II

Number of Activities Offered in Class A Kansas High Schools

Class of Schools	Number of Schools Reporting	Range	Mean
Group I	19	4-40	12.63
Group II	44	2-30	8.45
Group III	41	0-13	5.10

Table II should read: 19 schools reported in Group I have a range of 4-40 clubs with a mean number of 12:63, etc.

From Table II we can observe that the difference between the maximum range in Group III and Group II is slightly greater than the range between Group II and Group I. The difference between the mean in Group III and Group II is slightly less than between Group II and Group I. Terry found the difference between the mean in Group III and Group II to be slightly greater than between Group II and Group I. Terry's survey discloses the same facts in regard to the range as did this study.<sup>15</sup> The range indicates that the various principals disagreed as to the number of club activities that were desirable or were administratively possible. The mean might be accepted as a guide where principals were preparing for a club activity program.

#### Frequency of Club Activities

In Table II we found the range and mean number of clubs

<sup>15</sup>. Terry, Paul W. 25th Yearbook of the National Society for the Study of Education. Part II. "Extra-curricular Activities. p. 25.

for each group. It is very essential that enough clubs should be provided so as to meet the desires and talents of all students as much as possible. It must be realized that the larger schools can offer a wider selection than the smaller. It is probable that all schools could extend the club activity program until a greater percent of the student body could participate.

TABLE III

Number and Percent of Class A High Schools with Clubs as Enumerated by Groups

Name of Activity	Group I		Group II		Group III	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Agriculture	3	15.79	5	11.36	2	4.88
All Student Organization			1	2.27		
Alpha			1	2.27		
Art	1	5.26			1	2.44
Astronomy			1	2.27		
Athletic	10	52.63	26	59.09	21	51.22
Athletic Schol- arship			1	2.27		
Automobile			1	2.27		
Blue Print			1	2.27		
Booker T. Wash- ington			1	2.27		
Booklovers	1	5.26	1	2.27	1	2.44
Booster			1	2.27	1	2.44
Boxing	1	5.26	1	2.27	1	2.44
Boy Scouts	4	21.05	7	15.91	4	9.76
Boys Cooking					1	2.44
Boys Vocational	1	5.26				
Boys Welfare	2	10.52				
Business Girls	1	5.26				
Camera	2	10.52	1	2.27	1	2.44
Camp Fire Girls	6	31.58	2	4.55	3	7.32
Canning	1	5.26				
Commercial	6	31.58	9	20.45	4	9.76
Current Events	3	15.79	1	2.27		
Debating	8	42.10	22	50.00	13	31.71
Declamation	4	21.05	4	9.09	3	7.32
Discussion			1	2.27		
Dramatic	10	52.63	9	20.45	6	14.63

TABLE III (Cont.)

Name of Activity	Group I		Group II		Group III	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Ethical			1	2.27		
Etiquette	2	10.52	1	2.27		
Expression			1	2.27		
Fancy Work			4#	2.27		
Folk Games	2	10.52	2	4.55	1	2.44
Four H. Clubs	2	10.52	2	4.55		
Girl Scouts			1	2.27	1	2.44
Girls Homemaking	1	5.26				
Girls Manual						
Training			1	2.27		
Girls Reserve	19#	94.74	41	93.18	24	58.54
Girls Welfare			3	6.82	1	2.44
Glee Clubs	14	73.68	42	95.45	32	78.05
Group Games	2	10.52	1	2.27		
Happy-Go-Lucky			1	2.27		
High School Year						
Book			1	2.27		
Hiking	2	10.52	2	4.55	3	7.32
Hi-Y	20#	100.00	36	81.82	20	48.78
Home Economics			1	2.27		
Home Nursing			1	2.27	1	2.44
Hospital English	1	5.26			1	2.44
Izack Walton			1	2.27		
Journalism	3	15.78	6	13.64	3	7.32
Jr. Red Cross	3	15.79			1	2.44
Junior Girls	1	5.26				
Language	16#	63.16	16	36.36	3	7.32
Leaders	1	5.26	1	2.27	2	4.88
Letter	4	21.05	3	6.82		
Library			4	9.09	1	2.44
Literary	2	10.52	1	2.27	1	2.44
Locomotive	1	5.26				
Lyre	1	5.26				
Mathematics Club	1	5.26			1	2.44
Moderns	1	5.26	1	2.27		
Music Apprecia- tion	3	15.79	5	11.36	2	4.88
Mythology			1	2.27		
National Forensic	1	5.26				
National Honor	2	10.52	3	6.82	1	2.44
Nature Study	1	5.26	2	4.55		
Needlecraft	2	10.52	1	2.27	1	2.44
Oratory	5	26.31	5	11.36	3	7.32
Orchestra	16	84.21	38	86.36	17	41.46
Optimist	1	5.26				
Parliamentary						
Drill			1	2.27		

TABLE III (Cont.)

Name of Activity	Group I		Group II		Group III	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Pep	3	15.79	5	11.36	7	17.07
Pioneer	1	5.26	1	2.27		
Poetry	1	5.26	1	2.27		
Progressive	1	5.26				
Radio	5	26.31	5	11.36		
Rifle	1	5.26				
Rythmic Circle	1	5.26				
School Band	1	5.26	2	4.55		
School Spirit			1	2.27		
Science	9	47.37	4	9.09	5	12.20
Seasonal Games	3	15.79	1	2.27		
Senior Girls	1	5.26				
Short Story	2	10.52			1	2.44
Social Conventions			1	2.27		
Sophomore English	1	5.26				
Stock Judging			4	9.09	5	12.20
Student Council	1	5.26	3	6.82	2	4.88
Study			1	2.27		
Teachers	3	15.79	4	9.09	2	4.88
Tennis	7	36.84	8	18.18	5	12.20
Thrift	3	15.79				
Toy			1	2.27		
Travel	1	5.26				
Treasurers			1	2.27		
Vocational Guidance			1	2.27		

# One school reported four Fancy Work Clubs; one school reported two Girls Reserve Organizations and two Hi-Y Organizations; and four schools reported two Language Clubs.

Table III should read: In Group I-3 schools or 15.79 percent reported an Agriculture Club, in Group II-5 schools or 11.36 percent, and in Group III-2 schools or 4.88 percent, etc.

Table III shows us that the club activity program has extended itself into several fields. There is considerable interest in clubs that develop the body but there are not enough clubs that have as their objective the care of the sick and minor injuries. This table discloses the fact that the music clubs are prevalent in all three groups to a large

extent. It may be that some of these are not clubs but curricular activities. These were tabulated as reported.

A great deal of attention has been placed on the clubs that tend to make the child a better social being from the standpoint of cultural organizations. However, there is a great lack of vocational and guidance organizations in the schools. This should receive greater emphasis in the club activity programs. Only a few reinforcement# clubs were reported. These should appear in a greater number of schools.

The interest in Hi-Y and Girls Reserves is shown in the frequency with which they occur. Two school systems reported two of each of these. No doubt an extension of these two clubs would be worthwhile in many of the schools of Group II and III which did not have either. This assumption can be based on the large number of schools of Group I which have them.

#### Number of Members in Clubs

The extent that clubs have been accepted by the students is just as worthwhile as the frequency with which they occur in the schools. The number of members interested in an organization is indicative of the interest shown in that particular activity. This is valuable in the organization of a program of clubs in a high school.

The data for this table were scattered and reported in part by some schools, in full by others, and some schools

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# Reinforcement clubs are those clubs which seek to give a better understanding of some academic subject.

omitted them. It may have been due to the fact that some school officials did not think it worthwhile to keep this data on file or else they did not see fit to take the time to secure the data.

TABLE IV

Schools Reporting Number of Members in Each Club and Average Number of Members by Groups

Name of Activity	Group I		Group II		Group III	
	Number of Schools	Aver- age Mem- ber- ship	Number of Schools	Aver- age Mem- ber- ship	Number of Schools	Aver- age Mem- ber- ship
Agriculture	3	29	4	21	2	18
All Student Or- ganization			1	200		
Alpha			1	25		
Art					1	10
Astronomy			1	13		
Athletic	7	66	21	50	17	48
Athletic Schol- arship			1	10		
Automobile			1	10		
Blue Print			1	17		
Booker T. Wash- ington			1	16		
Booklovers	1	30	1	26	1	10
Booster			1	140	1	26
Boxing	1	16	1	18	1	20
Boy Scouts	2	29	7	29	2	16
Boys Cooking					1	12
Boys Vocational	1	30				
Boys Welfare	2	112				
Camera	2	17	1	30		
Camp Fire Girls	3	27	2	22	2	24
Canning	1	25				
Commercial	4	33	7	30	4	29
Current Events	3	42	1	75		
Debating	6	28	18	13	10	10
Declamation	3	20	3	15	1	20
Discussion			1	15		
Dramatic	8	32	8	33	5	26
Ethical			1	23		
Etiquette	2	30				
Expression			1	16		
Fancy Work			4	24		

TABLE IV (Cont.)

Name of Activity	Group I		Group II		Group III	
	Number of Schools	Aver- age Mem- ber- ship	Number of Schools	Aver- age Mem- ber- ship	Number of Schools	Aver- age Mem- ber- ship
Folk Games	2	21	2	17	1	15
Four H Clubs	2	47	2	27		
Girl Scouts			1	60	1	13
Girls Homemaking	1	30				
Girls Manual Training			1	12		
Girls Reserve	16	168	38	76	20	50
Girls Welfare			3	103	1	25
Glee Clubs	11	88	31	59	26	38
Group Games	2	35	1	30		
Hiking	1	30	2	27	2	28
Hi-Y	15	72	34	37	16	27
Home Economics			1	20		
Home Nursing			1	9	1	30
Hospital English					1	40
Izack Walton			1	40		
Journalism	1	12	5	18	2	16
Jr. Red Cross	2	900				
Junior Girls	1	135				
Language	14	28	15	28	3	24
Leaders	1	20	1	16	1	25
Letter	3	24	3	33		
Library			4	25	1	8
Literary	2	25	1	40	1	20
Locomotive	1	15				
Lyre	1	75				
Mathematics Club	1	25			1	15
Moderns	1	30	1	27		
Music Apprecia- tion	2	47	4	12	1	12
National Forensic	1	10				
National Honor	1	13	2	8	1	5
Nature Study	1	30	2	25		
Needlecraft	2	23	1	15	1	15
Oratory	5	10	5	7	1	25
Orchestra	11	62	34	24	13	18
Optimist	1	30				
Parliamentary Drill			1	45		
Pep	3	29			5	25
Pioneer	1	30	1	50		



TABLE IV (Cont.)

Name of Activity	Group I		Group II		Group III	
	Number of Schools	Aver- age Mem- ber- ship	Number of Schools	Aver- age Mem- ber- ship	Number of Schools	Aver- age Mem- ber- ship
Poetry	1	30				
Progressive	1	30				
Radio	5	19	3	12		
Rifle	1	30				
School Band			2	32		
School Spirit			1	22		
Science	7	29	3	34	4	20
Seasonal Games	3	63	1	50		
Senior Girls	1	125				
Short Story	2	26				
Social Conventions			1	60		
Sophomore English	1	10				
Stock Judging			4	12	2	11
Student Council	1	9	3	23	1	12
Study			1	15		
Teachers	2	20	3	19	1	15
Tennis	5	27	6	24	4	12
Thrift	2	18				
Toy			1	16		
Travel	1	32				
Treasurers			1	12		
Vocational Guid- ance			1	165		

Table IV should read: 3 schools in Group I reported an average membership of 29 in Agriculture Club, 4 schools in Group II reported an average membership of 21, and 2 schools reported an average membership of 18, etc.

Table IV shows that the membership is largest in the club activities that occur with the greatest frequency. It would seem that the tendency was to establish the activities in which the students were most interested. Table VI shows that students have much to do with the organization of club activities and this gives weight to the statement that clubs were formed due to the influence of students.

A wide variation in the number of members would tend to show that very little if any attempt was made to limit the number of members in an organization. One school reported that membership was limited to 30 in all clubs except Hi-Y and Girls Reserve where the membership was greater.

The Junior Red Cross has the greatest average membership but it is not the same type of club as the others. There is some doubt whether it should even be considered as a club in this study.

The tendency is not to regulate the size of clubs. This is no doubt a good practice except in a few cases where clubs may be too large to achieve the greatest good.

#### Credit for Club Activities

A very large percentage of the schools do not give credit for club activities as shown by Table V. This is a good plan and should be followed. The students should work not for credit or grades alone but to obtain the worthwhile objectives of the club itself. It cannot be denied that grades and credit serve as motivation and may be necessary in order to secure highest efficiency but such does not seem to be the case at the present time.

TABLE V

Number and Percent of Schools in Groups I, II, and III Giving Credit for Club Activities

The percent is based in each case on total number of schools having a particular club.

Name of Activity	Group I		Group II		Group III	
	Number Giving Credit	Percent of Schools	Number Giving Credit	Percent of Schools	Number Giving Credit	Percent of Schools
All Student Organization			1	100.00		
Athletic			2	7.7	3	14.28
Debating	3	37.5	11	50.00	8	61.54
Declamation	2	50.00	1	25.00		
Folk Games			1	50.00		
Girls Reserve			1	2.78	1	5.00
Glee Clubs	12	85.71	30	71.43	19	59.37½
Group Games			1	100.00		
Hiking					1	33.33
Hi-Y			1	2.44	1	4.17
Home Nursing					1	100.00
Journalism			3	50.00	1	33.33
Language			1	6.25		
Music Appreciation	1	33.33	2	40.00		
Oratory	2	40.00	1	20.00		
Orchestra	11	68.75	30	78.95	13	76.47
School Band			1	50.00		
Tennis					1	20.00

Table V should read: 0 schools in Group I gave credit for All Student Organization, 1 school in Group II, and 0 schools in Group III, etc.

From Table V we may observe that most of the schools that give credit give it in Glee Clubs and Orchestra but do not give it in other clubs. This fact lead to an assumption that these were curricular activities in some cases rather than clubs as reported by the schools. The fact that music clubs have so great a membership may be due to some extent to credit but it does not seem probable to the writer of

this study.

From Table III we learn that Glee Clubs and Orchestra have a total frequency of 159 while the Hi-Y and Girls Reserves have a frequency of 160. From Table IV we learn that the latter two organizations have a greater enrollment than Glee Clubs and Orchestras. This would have a tendency to show that it is not necessary to give credit to motivate club activity and a large percent of schools have found that students do not have to have credit in order to get them to participate in club activities.

#### Methods of Motivation and Awards

There was a wide variation in the methods of awarding honors and giving credit. Four schools reported that they gave Honor points which were used in determining who should be members of the National Honor Society.

One school gave 5 points for each activity. Seventy-five were equivalent to 1 unit of the regular curricular subjects.

One school gave letters for participation in Hiking, Glee Club and Orchestra.

Two schools reported that they gave credit for debate club only when they participated in Interscholastic Debate. One school reported that credit was given to officers only in the All Student Organization.

The most complete and what seems to the writer to be the best organized plan of motivation and the making of awards was furnished by a school in Group I. It is as

follows: Merit points are given for participation in student activities. At the close of the senior year a student is awarded for his activity work a maximum of one credit of the thirty-five required for graduation. Active work must be carried on to the satisfaction of the faculty sponsor and the principal before credit is given. The point system that is used that pertains to clubs is as follows:

Major Club Member for a year	10
President Major Clubs	extra 15
Other Officers Major Clubs	extra 10
Minor Club Membership for a year	10
Officers of Minor Clubs	extra 5

#### Method of Organization

Clubs may be organized due to the initiative of the Superintendent, Principal, Students, Teachers, Community Organizations, Local Industry, or any combination of the preceding.

Foster states that "Clubs are organized upon the request of students or upon the suggestion of a teacher who volunteers sponsorship."<sup>16</sup>

Joseph G. Masters sent a questionnaire to 200 representative High Schools in United States. Eighty-nine schools replied. He found that the initiative was usually taken by students or faculty.<sup>17</sup>

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16. Foster, Charles R. Extra-curricular Activities in the High School. p. 23.

17. Masters, Joseph G. 25th Yearbook of the National Society for the Study of Education. Part II. "Extra-curricular Activities." p. 48.

TABLE VI

Frequency and Percent of Schools in Groups I, II, and III  
Using Various Agencies of Organizing Clubs

Agencies for Organization	Group I		Group II		Group III	
	Number	Percent	Number	Percent	Number	Percent
Principal	4	21.05	7	15.91	9	21.95
Students	3	15.79	5	11.36	4	9.76
Community Organi- zations						
Superintendent					7	17.07
Local Industry						
Teachers	1	5.26	6	13.64	3	7.32
Student Advisory Board	1	5.26				
Principal-Teachers- Students	7	36.84	3	6.82	3	7.32
Principal-Teachers			6	13.64	1	2.44
Student-Teachers	2	10.52	6	13.64		
Student-Teachers- Local Industry	1	5.26				
Principal-Students			3	6.82	2	4.88
Supt.-Principal			2	4.55	1	2.44
Supt.-Principal- Teachers			1	2.27	1	2.44
Supt.-Principal- Student-Teachers			1	2.27	1	2.44
Supt.-Principal- Students-Commun- ity Organization			3	6.82		
Supt.-Student- Teachers					2	4.88
Not Replying			1	2.27	7	17.07

Table VI should read: 4 or 21.05 percent of the schools in Group I reported that clubs were organized by the principal, 7 or 15.91 percent of the schools in Group II, and 9 or 21.95 percent of the schools in Group III reported that clubs were organized by principal, etc.

The principal has more to do with the organization of clubs in the Class A High Schools of Kansas than the students or faculty. This is not in keeping with that found by Masters in his study or with Foster's idea of organization. Masters found that they were initiated by students and fac-

ulty and Foster believes it to be the best plan.

When the students organize a club, they are usually interested in the objectives of the club and work for its success. A greater interest may be shown in the club by the sponsor also if he organizes it and volunteers to sponsor the club.

### Council of Clubs

A Council of Clubs is composed of the officers of all the clubs. The purpose is to train the president and vice-president in the proper methods for conducting the club, the secretaries how to keep a record of the meeting, and the treasurers how to keep the necessary financial data. It is probable that these officers will have to meet in separate groups and under separate supervision so as to receive the proper training. In one system the Assistant Principal had charge of the presidents and vice-presidents, and English teacher the secretaries, and a Commercial teacher the treasurers.

TABLE VII

Frequency and Percent of Schools in Groups I, II, and III  
Having a Council of Clubs

	Group I		Group II		Group III	
	Number	Percent	Number	Percent	Number	Percent
Council of Clubs	1	5.26	2	4.55	1	2.44
Not Reporting	2	10.52	7	15.91	13	31.71

Table VII should read: 1 or 5.26 percent of schools in Group I reported Council of Clubs, 2 or 4.55 percent of Group II, and 1 or 2.44 percent of schools in Group III reported a Council of Clubs, etc.

From Table VII we observe that only a few schools have a Council of Clubs. It may be that the work done by a Council of Clubs is performed by another agency in some schools. It seems that proper training is necessary for proper functioning.

#### Officers for Clubs

In the organization of a club it is interesting to know what officers are necessary for a school club. We know that there is some variation in clubs which are composed of adult membership, in the officers which they believe to be necessary. The success of a club is due in part to the officers and the ability they show in the management of the group.



TABLE VIII

Frequency and Percent of Schools in Groups I, II, and III  
with Certain Officers in Clubs

Officers	Group I		Group II		Group III	
	Number	Percent	Number	Percent	Number	Percent
President	18	94.74	43	97.73	33	80.49
Vice-President	18	94.74	43	97.73	31	75.61
Secretary	15	78.95	41	93.18	29	70.73
Treasurer	15	78.95	41	93.18	29	70.73
Sec.-Treas.	3	15.79	2	4.55	4	9.76
Sergeant-at-Arms	1	5.26	1	2.27		
School Paper Reporter			1	2.27		
Chairman of Committees			2	4.55		
Not Reporting	1	5.26	1	2.27	8	19.51

Table VIII should read: 18 or 94.74 percent of schools in Group I have a President for clubs, 43 or 97.73 percent of Group II, and 33 or 80.49 percent of Group III reported a President for clubs, etc.

All the schools that reported on the officers for clubs reported that they had a president. All except 2 schools in Group III reported that they had a vice-president. All of the schools report that they had a secretary and treasurer except 9 and in these 9 schools 1 person acted as secretary-treasurer. Two schools reported sergeant-at-arms and 1 a reporter for School Paper. A more frequent occurrence of the latter two officers was expected. Chairman of committees was reported by 2 schools.

#### Rules of Order

In order that clubs can function properly, it is necessary that definite rules of procedure be formed. A properly trained officer for a club is necessary but the members must have some definite idea of how to assist. A definite form

of procedure should be adopted to be used in all clubs and this can only be done by using some definite "Rules of Order."

TABLE IX

Frequency and Percent of Schools in Groups I, II, and III Using Certain Rules of Order

Rules of Order	Group I		Group II		Group III	
	Number	Percent	Number	Percent	Number	Percent
Roberts	17	89.47	35	79.54	28	68.29
Longan's			2	4.55		
Not Reporting	2	10.53	7	15.91	13	31.71

Table IX should read: 17 or 89.47 percent of schools in Group I reported that clubs used Roberts Rules of Order, 35 or 79.54 percent of schools in Group II, and 28 or 68.29 percent of schools in Group III reported that clubs used Roberts Rules of Order, etc.

From Table IX we can observe that principals of Class A High Schools in Kansas believe that definite rules are necessary for clubs to function. Roberts Rules of Order is the most widely used in school clubs as well as other clubs which the students may join later in life.

#### Constitutions for Clubs

A written constitution for clubs has several values. It is worthwhile to those students who prepare the constitution for it gives them training for some future task which they may be called upon to fulfill. It states clearly the aims and objectives of the organization and increases the possibility for accomplishing the desired objectives of the club. Usually they state the requirements for membership if any. However, school clubs should be open to all unless it

requires special ability. It should also state clearly the duties and obligations of the members.

TABLE X

Frequency and Percent of Schools in Groups I, II, and III Having Constitutions for Clubs

Constitutions for Clubs	Group I		Group II		Group III	
	Number	Percent	Number	Percent	Number	Percent
For Some	12	63.15	26	59.09	16	39.02
For All	4	21.05	8	18.18	9	21.95
For None			3	6.82	5	12.20
Not Reporting	3	15.79	7	15.91	11	26.83

Table X should read: 12 or 63.15 percent of schools in Group I reported that some clubs had constitutions, 26 or 59.09 percent of schools in Group II, and 16 or 39.02 percent of schools in Group III reported that some clubs had constitutions, etc.

Table X shows that a large percent of the schools find that clubs should have a constitution. No doubt a greater number of schools will adopt this as an established principle and especially in Group II and Group III.

#### Selection of Sponsors

According to the criteria set up the best plan for selection of sponsors is by the principal. In smaller schools the superintendent will select the sponsors instead of the principal. This is approved by a number of authorities in the field and by a large percent of the Class A High Schools as shown by their practices.

TABLE XI

Persons Selecting Sponsors for Clubs in Groups I, II, and  
III Kansas High Schools

Methods of Selection	Group I		Group II		Group III	
	Number	Percent	Number	Percent	Number	Percent
Principal	10	52.63	12	27.27	12	29.27
Teachers			1	2.27		
Students			4	9.09	9	21.95
Prin.-Teachers	3	15.79	12	27.27	4	9.76
Prin.-Students	1	5.26	6	13.64		
Prin.-Students- Teachers	5	26.31	6	13.64	8	19.51
Students-Teachers			2.	4.55	1	2.44
Prin.-Supt.			1	2.27		
Superintendent					1	2.44
Not Reporting					6	14.63

Table XI should read: The principal selects the sponsor in 10 or 52.63 percent of the schools in Group I, in 12 or 27.27 percent of the schools in Group II, and 12 or 29.27 percent in Group III, etc.

The general practice in Kansas Class A High Schools is for the clubs to have a sponsor in charge. Only one school reported a sponsor who was not in direct connection with the school. It is not a good idea to have an outside sponsor. The most widely used and the best plan is to have the principal select the sponsors. The principal-teacher method for selecting sponsors and principal-teacher-student method occur with equal frequency. The next most popular method is to allow students to select the sponsors. The teachers should be consulted before they are appointed but should not be allowed to choose a club. However, volunteers should be accepted if fitted. The greatest objection to students selecting a sponsor is that they will select the popular teacher who may not have time or the teacher may not be fit-

ted for that particular club.. The best plan according to this study and others is to leave the choice of sponsors to the principal or a Director of Extra-curricular Activities.

### Membership

Table XII shows that membership in clubs are optional in most schools This is in keeping with the democratic idea on which the clubs are supposed to be organized and in keeping with the criteria.

TABLE XII

Optional and Compulsory Membership in Clubs of Groups I, II, and III Kansas High Schools

Membership	Group I		Group II		Group III	
	Number	Percent	Number	Percent	Number	Percent
Optional	17	89.47	37	84.09	33	80.49
Compulsory	2	10.52	5	11.36	3	7.32
Not Replying			2	4.55	5	12.20

Table XII should read: 17 or 89.47 percent of schools in Group I have membership optional, 37 or 84.09 percent of schools in Group II, and 33 or 80.49 percent of schools in Group III have membership optional, etc.

Optional membership is highly desirable. It is probably true that all students will not join a club when membership is optional but if clubs are interesting, a large percent of the students will become members.

### Time of Meeting

Table XIII shows that clubs meet during the school day in a greater part of the schools. This is as it should be. A greater extension of this plan is advisable on the basis of the opinions of the principals of Kansas High Schools and various writers.

TABLE XIII

Number and Percent of Class A Kansas High Schools in Which Clubs Meet During School Hours and Outside the School Day

Time of Meeting	Group I		Group II		Group III	
	Number	Percent	Number	Percent	Number	Percent
During School Hours	15	78.95	33	75.00	24	58.54
Outside School Day	3	15.79	5	11.36	12	29.27
Irregular	1	5.26	6	13.64		
Not Reporting					5	12.20

Table XIII should read: 15 or 78.95 percent of schools in Group I reported that clubs met during school day, 33 or 75.00 percent of Group II, and 24 or 58.54 percent of schools reported that clubs meet during school day, etc.

#### Frequency of Meetings

Table XIV shows the frequency of meeting of clubs in Group I, II, and III Kansas High Schools. Only a few cases were reported where meetings were held irregularly. In a greater part of the schools a regular time was set for club activities to meet. The most popular plan was for clubs to meet weekly, and next most popular plan was bi-monthly. A few schools reported that some clubs met weekly while others in the same school met bi-weekly. This is shown in the table as weekly-bi-weekly. Other combinations are made but are interpreted similarly. This is to distinguish them from those schools that reported clubs met irregularly. By this we mean that they had no set time for meeting.

TABLE XIV

## Frequency of Club Meetings in Groups I, II, and III Kansas High Schools

Frequency of Meetings	Group I		Group II		Group III	
	Number of Schools	Percent of Schools	Number of Schools	Percent of Schools	Number of Schools	Percent of Schools
Weekly	6	31.58	19	43.18	12	29.27
Bi-weekly	1	5.26				
Bi-monthly	4	21.05	2	4.55	5	12.20
Monthly	1	5.26	2	4.55	1	2.44
Irregular			6	13.64	6	14.63
Weekly-Bi-weekly			2	4.55	2	4.88
Weekly-Bi-monthly			6	13.64		
Bi-monthly-Monthly	1	5.26	1	2.27		
Weekly-Monthly					5	12.20

Table XIV should read: Clubs meet weekly in 6 or 31.58 percent of the schools in Group I, in 19 or 43.18 percent of the schools in Group II, and in 12 or 29.27 percent of schools in Group III of Kansas Class A High Schools, etc.

What Non-Club Students Do

Since clubs are not compulsory and all students do not participate as we shall see in Table XVI, it is interesting to know what the non-club students do. Table XV shows that they usually go to Study Hall during club periods. The next most popular method is the Home Room. The latter although not so extensively used has its advantages over the former method. Table XV shows that some schools have not arranged a satisfactory plan for the non-club students to spend their time. This should be remedied and perhaps a home room where adequate citizenship training might be given would be worthwhile.

TABLE XV

What Students Do Who Are Not Members of Any Club in Groups I, II, and III When Clubs Meet During School Hours

	Group I		Group II		Group III	
	Number of Schools	Percent of Schools	Number of Schools	Percent of Schools	Number of Schools	Percent of Schools
Study Hall	10	52.63	25	56.82	14	34.15
Library	2	10.52				
Class Room	1	5.26				
Home Room	1	5.26	3	6.82	1	2.44
Study Classes			2	4.55		
Nothing			3	6.82	2	4.88
Free Choice					1	2.44
Supervised Study					1	2.44

Table XV should read: The students who do not belong to clubs in 10 or 52.63 percent of the schools in Group I go to Study Hall, 25 or 56.82 percent of schools in Group II, and 14 or 34.15 percent of schools in Group III send non-club students to Study Hall, etc.

#### Students and Teachers in Active Participation

The extent to which students and teachers participate in club activities is shown in Table XVI. Since the percents stated by a number of schools were approximations and not exact, a range of 10 percent was used in tabulations. Table XVI shows that 91-100 percent of teachers in active participation was most frequent while the most frequent percent of students was 71-80.99. This shows that teachers have other work to do in addition to teaching and that students are actually participating in clubs.



TABLE XVI

Percent of Teachers and Students in Active Participation in Groups I, II, and III Kansas High Schools

Percent	Group I		Group II		Group III	
	Teach- ers	Stu- dents	Teach- ers	Stu- dents	Teach- ers	Stu- dents
1-10.99			1			
11-20.99	1	1	4	1		
21-30.99	1	1		1	2	2
31-40.99				2	2	2
41-50.99	6	5	1	2	4	4
51-60.99	2	1		3	1	4
61-70.99	1	1	1	3		
71-80.99	3	6	5	10	5	9
81-90.99		1	7	10	3	4
91-100	4	2	19	6	16	8
Not Replying	1	1	6	6	8	8

Table XVI should read: 0 schools reported from 1-10.99 percent of teachers and students in active participation in Group I, 1 school reported from 1-10.99 percent of teachers in active participation in Group II, and 0 schools reported this percent in Group III as in Group I, etc.

#### Central Treasurer for Club Funds

A central treasurer for club funds is advisable. It does not do away with the club treasurers but it does take care of the funds by business-like methods. The central treasurer receives all funds and gives a receipt to the treasurer of the club. Both keep a record. All bills are paid by the central treasurer for each club and a definite account is kept of the funds of each. However, no funds should be paid except on the order of the club. In most places as we will find from Table XXI the books of the central treasurer are audited and in some cases he is under bond.

TABLE XVII

Number and Percent of Schools in Groups I, II, and III Having  
a Central Treasurer for Club Funds

	Group I		Group II		Group III	
	Number	Percent	Number	Percent	Number	Percent
Central Treasurer	16	84.21	37	84.09	27	65.85

Table XVII should read: 16 or 84.21 percent of schools in Group I had a central treasurer for club funds, 37 or 84.09 percent of schools in Group II, and 27 or 65.85 percent of schools in Group III had a central treasurer for club funds.

Table XVII shows that a large percent of schools in Groups I, II, and III have a central treasurer for club funds. This is evidence that the older system of student treasurers has fallen down and the central treasurer is taking their places. It has many advantages and is more satisfactory.

#### Who Central Treasurers Are

Table XVIII shows whom the various schools select for the position of central treasurer. A person in the office of principal is the most widely used plan. Only one school stated that this was the principal. The next most frequent plan was a classroom teacher and in most cases it was the commercial teacher. Some schools did not state whether it was the commercial teacher or not. In Group II and III a student served as central treasurer in 5 schools. This should be discouraged and the prevailing practice is not in favor of students acting in this capacity.

TABLE XVIII

Number and Percent of Schools of Groups I, II, and III Using  
Certain Persons for Central Treasurer for Club Funds

	Group I		Group II		Group III	
	Number	Percent	Number	Percent	Number	Percent
Person in Office of Principal	9	47.37	12	27.27	7	17.07
Person in Office of Supt.	1	5.26	8	18.18	6	14.63
Classroom- Teacher	5	26.31	12	27.27	7	17.07
Student			1	2.27	4	9.76
Officer of Board	1	5.26	1	2.27		
Office Clerk			2	4.55		
Faculty Committee					2	4.88
Not Reporting			1	2.27	1	2.44

Table XVIII should read: 9 or 47.37 percent of schools in Group I reported that person in office of principal acted as central treasurer, 12 or 27.27 percent of schools in Group II, and 7 or 17.07 percent of schools in Group III reported that person in office of principal acted as central treasurer, etc.

#### How Funds are Secured

Table XIX shows that the most widely used plan to finance club activities is by dues. Those that do not finance them by dues entirely use it in combination with other methods. The most frequency combination was with programs, entertainments, etc. One school reported that the Lions Club and Chamber of Commerce helped to finance their clubs. Two schools reported that their clubs were supported by school board appropriation and 8 schools reported that school board appropriations paid a part of the expenditures for club activities.

TABLE XIX

Methods of Financing Club Activities in Groups I, II, and III  
Kansas High Schools

Methods	Group I		Group II		Group III	
	Number	Percent	Number	Percent	Number	Percent
Dues	11	68.75	20	45.45	15	36.56
School Board Appropriation					2	4.88
Dues-Programs, etc.	8	42.10	14	31.82	11	26.83
Dues-Chamber of Commerce-Lions Club			1	2.27		
Dues-School Board Appropriation			6	13.64	2	4.88
Programs, etc.					2	4.88
Not Reporting			3	6.82	9	21.95

Table XIX should read: 11 or 68.75 percent of schools in Group I secure funds for club activities by dues, 20 or 45.45 percent of schools in Group II and 15 or 36.56 percent in Group III secures funds for club activities by dues, etc.

Auditing of Books

Table XX shows that the central treasurer's books are audited at regular intervals in 56 of the 104 schools which

TABLE XX

Number and Percent of Schools of Groups I, II, and III Having  
Books Audited at Regular Intervals

	Group I		Group II		Group III	
	Number	Percent	Number	Percent	Number	Percent
Audited	12	63.16	29	65.91	15	36.58
Not Audited	6	31.58	13	29.55	14	34.15

Table XX should read: 12 or 63.16 percent of schools in Group I have treasurers books audited at regular intervals, 29 or 65.91 percent in Group II, and 15 or 36.58 percent of schools in Group III have treasurers books audited at regular intervals, etc.

reported. This is an indication that the business-like methods are being used.

### Who Auditors Are

Table XXI shows who audits the books in Groups I, II, and III. The Clerk of Board of Education audits the books in 11 schools which is the most widely used plan for auditing. The principal audits the books in 10 schools and the commercial teacher and superintendent in 7 schools each. Other auditors are used but to a lesser extent.

TABLE XXI

Number and Percent of Schools of Groups I, II, and III Having Books Audited by Various Persons

Auditors	Group I		Group II		Group III	
	Number	Percent	Number	Percent	Number	Percent
Supt.			2	4.56	5	12.20
Principal	1	5.26	3	6.82	6	14.63
Commercial Teacher	1	5.26	3	6.82	3	7.32
Student Sponsors	1	5.26	3	6.82		
Clerk of Board of Education	5	26.31	3	6.82	3	7.32
Committee	1	5.26			4	9.76
School Finance Office	1	5.26				
C. P. A.	1	5.26	1	2.27		
Not Naming Person	1	5.26				
School Banker			1	2.27		
Treasurer			1	2.27		
School Registrar			1	2.27		

Table XXI should read: The superintendent of schools audits the treasurers books in 2 or 4.56 percent of schools in Group II, and in 5 or 12.20 percent of schools in Group III, etc.

Objections to Club Activities

Table XXII shows that there are some objections to club activities in High Schools. It will be observed that the least number of objections occur in Group I. One principal stated that the objections arose from poor organization and not a direct objection to club activity itself. If this be true, it would indicate that Clubs were better organized in Group I. Since there are several objections, it is up to the principal to organize the club on a different plan and the teachers to become acquainted with the aims, objectives, and manner of conducting the clubs and strive to make it interesting and worthwhile.

TABLE XXII

Opinions of Principals of Kansas High Schools as to Objections to Club Activities

Objections	Group I Number	Group II Number	Group III Number
1. Encouraging pupils to play is unnecessary.		5	6
2. Should spend all the time on fundamentals.		12	3
3. Regular work of teachers too heavy already.	6	18	12
4. Teachers have not been trained to direct activities.	11	18	14
5. Activity program makes competition among teachers for popularity.	1	13	4
6. Pupils not interested in doing extra work.	3	8	5
7. Pupils' regular work too heavy for extras.	7	14	7
8. Public does not pay taxes to provide a playhouse.		8	5
9. Introduces disciplinary problems.	1	8	
10. Interferes with scholarship	1	14	5

TABLE XXII (Cont.)

Objections	Group I Number	Group II Number	Group III Number
11. Breeds snobbishness.		2	2
12. Encourages expensive tastes and habits.	1	3	2
13. Keeps students away from home in evening.		1	

Table XXII should read: The principal of 5 schools in Group II and 6 in Group III stated that the objection to clubs had been made, "To encourage pupils to play is unnecessary", etc.

### Benefits from Clubs

From Table XXIII we get the opinions of 104 principals of Class A Kansas High Schools as to benefits of clubs in high schools. If the opinions of these men are valid, a club activity program is worthwhile. The opinions of authorities in the field substantiate the opinions of the principals.

TABLE XXIII

Opinions of Principals of Kansas High Schools as to Benefits of Club Activities

Benefits	Group I Number	Group II Number	Group III Number
1. To develop a fine personal and friendly spirit between faculty and students.	14	29	20
2. To increase loyalty to school on part of students and grad- uates.	11	24	24
3. To decrease school mortality.	14	11	11
4. To teach students to "give and take" from fellow students.	10	25	19
5. To develop student initiative and response.	18	32	30
6. To develop leadership.	19	37	31

TABLE XXIII (Cont.)

Benefits	Group I Number	Group II Number	Group III Number
7. To foster a spirit of democracy.	12	19	16
8. To give opportunity to participate in activities.	17	30	25
9. To aid in intelligent choice of vocation.	9	8	8
10. To increase social aptitudes.	12	24	22
11. To provide for individual differences.	8	14	23
12. To erect a high code of ethics.	9	17	14
13. To link the school and the community.	8	16	12
14. To open up new fields of activity.	11	14	14
15. To give training in parliamentary procedure.	10	24	16
16. To help students to do better desirable things he will do anyway.	1		
17. To train intelligent followers as well as leaders.	1		

Table XXIII should read: The principals of 14 schools in Group I, 29 in Group II, and 20 schools in Group III believed that clubs tended "To develop a fine personal and friendly spirit between faculty and students", etc.

#### Objections Vs. Benefits

Table XXIV shows that the range and mean is greater in all groups in the benefits than the objections. This is indicative of the fact that the benefits are of sufficient worth to make club activities worthwhile in spite of the objections.



TABLE XXIV

A Comparison of the Range and Mean of Objections and Benefits of Clubs in Group I, II, and III Kansas High Schools

	Group I		Group II		Group III	
	Range	Mean	Range	Mean	Range	Mean
Objections	0-11	1.63	1-18	2.82	0-14	1.58
Benefits	1-19	9.68	8-37	7.36	8-31	6.75

Table XXIV should read: The schools in Group I reported a range 0-11 and a mean of 1.63 in regards to objections to club activities, in Group II a range of 1-18 and mean of 2.82, in Group III a range of 0-14 and a mean of 1.58, etc.

## CHAPTER IV

## CONCLUSIONS AND RECOMMENDATIONS

Chapter III consists of data from 104 Class A Kansas High Schools. These data have been used to draw up certain conclusions. For purposes of organization, they are summarized here and used as a basis for the conclusions.

Conclusions

1. There is considerable interest in school clubs judging from the number, completeness, and the promptness with which the questionnaires were returned.
2. There is a disagreement on the number of clubs that the various principals believe desirable, but the mean might be accepted as a guide.
3. All phases of club activity receive some attention. Guidance and reinforcement clubs should receive more attention and occur with greater frequency.
4. The average membership is largest in the activities that occur most frequently. The tendency seems to be to establish those clubs in which the students are most interested.
5. Very little if any attempt is made to limit the number of members for clubs.
6. The general practice is not to give credit for club activities.
7. Several plans of motivation of club activities are used. The plan most frequently used was to give points toward membership in National Honor Society.

8. The principal initiates and organizes the clubs in most Class A High Schools in Kansas. The teachers and students are important factors in the organization also.

9. A Council of Clubs occurs only 4 times. It should occur more frequently.

10. A president, vice-president, secretary and treasurer were reported for nearly all clubs.

11. Roberts Rules of Order is widely used in clubs.

12. Most school clubs have written constitutions.

13. The principal and superintendent select club sponsors to a large extent.

14. The tendency is to make membership in clubs optional.

15. The clubs in most schools meet at a definite time during the school day.

16. The most widely used plan is for clubs to meet weekly.

17. Students that do not belong to clubs in schools where clubs do meet during school day usually go to study hall or home room.

18. Teachers usually have some club work to do in addition to teaching.

19. Most schools have a central treasurer for club funds.

20. Central treasurers are selected because of special ability.

21. Most of the schools finance club activities by dues.

22. The book of the central treasurer is audited in slightly over 50 percent of the schools.

23. The Clerk of Board of Education audits the books of central treasurer in 11 schools, and the principal in 10 schools.

24. School clubs have met with considerable opposition.

25. The opinions of principals are favorable to club activities

### Recommendations

The recommendations are based on the practices in Class A Kansas High Schools and the opinions of specialists in the field.

1. All Class A High Schools should recognize the value of club activities and make provisions for guiding and directing them.

2. The Boards of Education should consider a teachers' ability to direct some club activity or some phase of extra-curricular activity before hiring them. If all teachers are capable it will not be a burden on a few.

3. Social, Cultural, Vocational, Avocational, Guidance, and Reinforcement clubs should all be recognized and emphasis be distributed.

4. Clubs should be organized upon the initiative of students and teachers. This is in keeping with opinions of specialists and the findings of some surveys but it is in opposition to the plan of having principal organize them which was found to be the practice in this study.

5. The clubs should be varied in their nature so as to meet the interests of the greatest number.

6. Some plan of motivation should be set up so as to encourage students to participate.

7. Some plan of limiting the number of members where it is likely to become too large for efficiency should be provided.

8. Membership should be optional and open to all unless special ability is required.

9. The officers in the clubs should be carefully trained so as to have efficiency in the management of the club.

10. School clubs should have a written constitution or at least a definite organized group of objectives.

11. The principal and superintendent should select all sponsors. Students should never do this.

12. Clubs should meet regularly and during the school day.

13. Students who do not belong to clubs should have a definite place to go when clubs meet. Home room is a good place because they can be taught school citizenship or something else worthwhile. It has many advantages over study hall for this purpose.

14. Teachers should prepare themselves and become acquainted with the spirit, aims, and objectives of clubs so as to sponsor them successfully.

15. All funds should be cared for by the central treasurer and the books should be audited at regular intervals.

Dues should finance club activities.

16. All schools should provide a definite plan for the organization and the administration of club activities suited to local needs but in keeping with the available criteria as nearly as possible.

## **APPENDIX**

**A-Questionnaire**

**B-Bibliography**

## APPENDIX A

## THE QUESTIONNAIRE

The following is an exact copy of the letter and questionnaire that was sent to the principals of Class a Kansas High Schools, 104 of which were returned.

118 N. Pacific St.,  
Cape Girardeau, Mo.,  
March 18, 1927.

To Kansas High School Supt. and Principals:

Research must be the result of cooperation between the worker in the field and the student in Education. The data must be furnished by the worker in the field if the student of Research is able to make his study worthwhile. I desire that you cooperate with me in this work and show your willingness to do so by filling out the enclosed questionnaire. This study has been approved by R. A. Schwegler, Acting Dean of School of Education, University of Kansas.

Fully realizing that you are busy with your school affairs, I am hesitant in asking your cooperation. However, I shall greatly appreciate your cooperation if you will fill out the enclosed questionnaire and return to me at your earliest convenience.

The material will be treated in a purely impersonal way and in all cases your answers will be considered wholly confidential.

After the study has been completed, I shall be glad to forward you a summary of the study if you desire it.

Yours very truly,

Administrative Problems of Club Activities

This questionnaire is part of a study of the "Administrative Problems of Club Activities in High Schools." By Clubs we mean to include all Vocational, Avocational, and Cultural organizations existing in your High School that are distinctly student activities. Student activities are those activities whose membership is limited to students only. Where "YES" and "NO" occur, please draw circle around the correct answer or when "SOME", "ALL", or "NONE" occur please do the same to the correct answer.



I. Introduction

1. Name and Location of your High School \_\_\_\_\_
2. High School enrollment this term \_\_\_\_\_
3. Do you have organized Clubs in your school?-YES NO

II. Organization and officers

1. In the following list check ( ) the student Clubs you have in your High School during the present school year (1926-1927) and after each the number of members in each club, and the amount of credit given per semester for participation, if any.

Activity	Number of Members	Amount of credit given
( ) Athletic Club	_____	_____
Tennis "	_____	_____
Hiking "	_____	_____
Boxing "	_____	_____
Folk Dances	_____	_____
Group Games	_____	_____
Home Nursing	_____	_____
First Aid	_____	_____
Swimming	_____	_____
Seasonal Games Club	_____	_____
Leaders Club	_____	_____
Current Events	_____	_____
Discussion	_____	_____
Debating	_____	_____
Oratory	_____	_____
Declamation	_____	_____
Journalism	_____	_____
Dramatic	_____	_____
Short Story	_____	_____
Sketch	_____	_____
Travel	_____	_____
Poetry	_____	_____
Scenario	_____	_____
Mythology	_____	_____
Booklovers	_____	_____
Orchestra	_____	_____
Glee Clubs	_____	_____
Mandolin Club	_____	_____
Music Appreciation	_____	_____
Science Club	_____	_____
Camera Club	_____	_____
Radio	_____	_____
Stock Judging	_____	_____
Agriculture Club	_____	_____
Canning "	_____	_____
Needlecraft "	_____	_____
Basketry "	_____	_____
Language "	_____	_____
Technical "	_____	_____

Activity	Number of Members	Amount of credit given
----------	----------------------	---------------------------

( ) Commercial Club	_____	_____
( ) Advertising "	_____	_____
( ) Library "	_____	_____
( ) Nurses "	_____	_____
( ) Teachers "	_____	_____
( ) Medical "	_____	_____
( ) Locomotive	_____	_____
( ) Boys Welfare	_____	_____
( ) Girls Welfare	_____	_____
( ) Jr. Red Cross	_____	_____
( ) Thrift Club	_____	_____
( ) Boy Scouts	_____	_____
( ) Camp Fire Girls	_____	_____
( ) Hi-Y Club	_____	_____
( ) Girls Reserve	_____	_____

(Please write in the following spaces any of your Clubs that are not mentioned in the list above.)

( ) _____	_____	_____
( ) _____	_____	_____
( ) _____	_____	_____

2. Check below whether your Clubs are ordinarily initiated by

( ) Supt.
( ) Principal
( ) Students
( ) Community Organizations
( ) Local Industry
( ) Teachers

3. Do you have a "Council of Clubs"?-----YES NO

4. Please check officers that you have in Clubs

( ) President
( ) Vice-President
( ) Secretary
( ) Treasurer
( ) _____

5. Please check the Rules of Order that are used

( ) Roberts "Rules of Order"
( ) Cushings "Manual of Parliamentary Law"
( ) Longan's "Rules of Order"

6. How often do Clubs meet?\_\_\_\_\_

7. Do your Clubs have a Constitution?-----SOME ALL NONE

(If convenient, please forward a copy of Constitution of one of these Clubs)

8. Do students select their Sponsors?-----SOME ALL NONE

9. Do teachers select the Club they sponsor-----SOME ALL NONE

10. Does the principal select club sponsors-----SOME ALL NONE

## III. Membership and Recruiting

1. Is membership in some club compulsory?-----YES NO
2. Do your Clubs meet during school hours?-----YES NO
3. If membership is not compulsory, what do non-club students do?\_\_\_\_\_
4. Are students free to select and become members of any club?-----YES NO

## IV. Participation of Students and Faculty

1. Percent of teachers in active cooperation?\_\_\_\_\_
2. Percent of students in active participation\_\_\_\_\_
3. Are there evidences of increased school spirit?-----YES NO
4. Do Clubs increase discipline problems?-----YES NO

## V. Finance

1. Do you have one person through whom all receipts and expenditures for each Club must be credited and spent?-----YES NO
2. Check below. Is the above mentioned person an
  - ( ) official in the office of the Prin.
  - ( ) official in the office of the Supt.
  - ( ) class-room teacher
  - ( ) student
  - ( ) officer of the Board
3. Please check the manner in which your Club is financed.
  - ( ) Dues
  - ( ) School Board Appropriation
  - ( ) \_\_\_\_\_
4. Are the books audited at regular intervals?-YES NO
5. By whom are the books audited?\_\_\_\_\_

## VI. Benefits

Please check the following Club benefits that apply to your school and in the space below add any additional benefits you may have.

1. ( ) To develop a fine personal and friendly spirit between faculty and students.
2. ( ) To increase loyalty to school on part of students and graduates.
3. ( ) To decrease school mortality.
4. ( ) To teach students to "give and take" from fellow students.
5. ( ) To develop student initiative and response.
6. ( ) To develop leadership.
7. ( ) To foster a spirit of democracy.
8. ( ) To give opportunity to participate in activities.
9. ( ) To aid in intelligent choice of vocation.
10. ( ) To increase social aptitudes.

11. ( ) To provide for individual differences.
12. ( ) To erect a high code of ethics.
13. ( ) To link the school and the community.
14. ( ) To open up new fields of activity.
15. ( ) To give training in parliamentary procedure.

## VII. Objections

Please check the objections that have been made to your Club activity program and add any others.

1. ( ) Encouraging pupils to play is unnecessary.
2. ( ) Should spend all the time on fundamentals.
3. ( ) Regular work of teachers too heavy already.
4. ( ) Teachers have not been trained to direct activities.
5. ( ) Activity program makes competition among teachers for popularity.
6. ( ) Pupils not interested in doing extra work.
7. ( ) Pupils' regular work too heavy for extras.
8. ( ) Public does not pay taxes to provide a playhouse.
9. ( ) Introduces disciplinary problems.
10. ( ) Interferes with scholarship.
11. ( ) Breeds snobbishness.
12. ( ) Encourages expensive tastes and habits.

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